DOCUMENT RESUME

ED 222 259 PS 013 116

AUTHOR Scavo, Marlene; And Others
TITLE Caring for Toddlers. Staff Development Series, Military Child Care Project.
INSTITUTION Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C.
SPONS AGENCY Administration for Children, Youth, and Families (DHEW), Washington, D.C.
REPORT NO DoD-6060.1-M-4
PUB DATE Apr 82
NOTE 90p.; For related documents, see PS 013 111-125 and PS 013 155-157; First issued June 1979.
AVAILABLE FROM Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 008-000-00368-8, $6.00).

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Child Caregivers; *Child Development; Curiosity; *Day Care Centers; Early Childhood Education; Emotional Development; Guidelines; Health; Language Acquisition; Learning Modules; Physical Development; Safety; Social Development; Staff Development; *Teacher Role
IDENTIFIERS *Military Day Care

ABSTRACT

Self-paced instructional materials concerning day care for 2-year-old children are provided in this staff development module, intended for the caregiver or teacher in a military child care center. The module consists of several short discussions describing what toddlers are like and suggesting how they can be helped to handle their feelings, how their social development can be assisted, and how they can be helped to gain control of their bodies. Ways of encouraging toddlers' exploratory behavior and language development and of protecting their health and safety are also suggested. Discussions are followed by multiple-choice skill-building exercises which describe realistic situations including toddlers, provide alternative ways of handling each situation, and give feedback on the choices made. "Preview" and "postview" exercises are provided for self-evaluation. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

DoD 6060.1-M-4

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☒ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED222259

PS013116

Department of Defense

Caring For Toddlers

Staff Development Series

Military Child Care Project

April 1982

ASSISTANT SECRETARY OF DEFENSE
MANPOWER, RESERVE AFFAIRS, AND LOGISTICS

OFFICE OF THE ASSISTANT SECRETARY OF DEFENSE

WASHINGTON, D.C. 20301

MANPOWER,
RESERVE AFFAIRS
AND LOGISTICS
(Military Personnel and Force Management)

01 APR 1982

FOREWORD

This series of manuals for Child Care Givers on DoD Installations is issued under the authority of DoD Instruction 6060.1, "Training Manuals for Child Care Givers on DoD Installations," January 19, 1981. Its purpose is to provide child care givers with training materials that include the latest techniques and procedures for the safe care and guiding development of children entrusted to their care.

This series of manuals, DoD 6060.1-M-1 through DoD 6060.1-M-17, was developed under the auspices of the Department of Health and Human Services by the Department of Army, in cooperation with the Navy, Air Force, and Marine Corps.

The provisions of this series of manuals apply to the Office of the Secretary of Defense, the Military Departments, and the Defense Agencies (hereafter referred to as DoD Components) whose heads shall ensure that the manuals are distributed or otherwise made available to all child care givers on DoD installations and that these materials are used in regional and inter-Service workshops, seminars, and training sessions.

This series of manuals is effective immediately.

Send recommended changes to the manuals through channels to:

Director, Personnel Administration and Services
Office of the Deputy Assistant Secretary of Defense
(Military Personnel and Force Management) (ASD(MRA&L))
Washington, D.C. 20301

DoD Components may obtain copies of this series of manuals through their own publications channels. Other federal agencies and the public may obtain copies from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

R. Dean Tice
Lieutenant General, USA
Deputy Assistant Secretary

For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

DoD 6060.1-M-4

Caring For Toddlers

Project Director
Marlene Scavo

Child Development Research Coordinator
Suzan Liddell

Consultants
Barbara Lake
Elizabeth Diffendal

Typist
Cheryl Garrett

Staff Development Series

Military Child Care Project
Ft. Lewis, Washington

Funded by the U.S. Department of Health, Education and Welfare, Administration for Children, Youth and Families, in cooperation with the Department of the Army

June, 1979

TABLE OF CONTENTS

	Page
INTRODUCTION	1
A PREVIEW	7
WHAT ARE TODDLERS LIKE?	13
They Are Active And Adventurous	15
They Require Patient, Alert, Energetic Caregivers	17
HOW CAN YOU HELP TODDLERS HANDLE THEIR FEELINGS?	19
Be Sensitive To Toddlers' Views Of The World	21
Help Them Understand What Is Expected	23
Building Skills In Helping Toddlers Handle Feelings	25
HOW CAN YOU SUPPORT TODDLERS' SOCIAL DEVELOPMENT?	39
Be Aware Of How Toddlers Play	41
Give Them A Chance To Work Things Out	44
Guide Them Gently And Patiently	45
Building Skills In Supporting Toddlers' Social Development	47
HOW CAN YOU HELP TODDLERS GAIN CONTROL OF THEIR BODIES?	69
Expect A Wide Range Of Abilities	71
Recognize The Importance Of Rest And Food	73
Be Prepared For Toddlers' Interest In Bathroom Skills	74

Page

Building Skills In Supporting Toddlers' Physical Development 77

HOW CAN YOU SUPPORT TODDLERS' EXPLORATION? . . . 91

Remember That Everything Is New 93

Expect Them To See Usual Things In Unusual Ways 94

Try Not To Misread Their Behavior 95

Building Skills In Supporting Toddlers' Understanding Of The World 99

WHAT ABOUT LANGUAGE? 111

Expect Speaking To Become More Important . . 113

Building Skills In Encouraging Toddlers' Language Development 117

HOW CAN YOU PROTECT TODDLERS' HEALTH AND SAFETY? 129

Prevent Unnecessary Accidents 131

Be Alert To Possible Health Problems 132

Building Skills In Recognizing And Handling Health Or Safety Problems . . . 135

A POSTVIEW 149

OUR ANSWERS 156

INTRODUCTION

WELCOME to a staff development module written for the "caregiver" or "teacher" in a military child care center. Thoughts and ideas for working with two-year-old children will be shared with you in this module, *Caring For Toddlers*.

Self-paced instruction has been used so you can work on your own and at your own speed. As you begin the module we have included a preview of a few situations with choices of ways to handle them that you may try. Read the situation, think about the solutions, then circle the best answer. You may wish to compare your answer with ours on page 156. Since you are just beginning, work slowly. Remember it is the purpose of this module to allow you to practice making some decisions about your actions in working with two year olds. We recognize that your experiences with toddlers will be unique. However, actions that have worked for other caregivers may give you some ideas for handling situations you may face in the future.

The preview is followed by several sections of short discussions about caring for toddlers. In each section, situations that really have taken place with toddlers in child care centers are described. We provide you with choices of ways to handle each situation. Then, when you turn the page, you will find why we think one answer is better than the others. We recognize that often the right answer is easier to choose when a caregiver has the chance to view the *real* situation with the *real* child. Our hope in presenting these study samples is that you have time to think - before some of these problems occur on the job in the child care center.

While the situations cannot cover *ALL* experiences you might have with toddlers, the more common or difficult are presented for you to study. It should be noted that solutions presented are not the only possible answers. There are perhaps as many "correct" choices as there are caregivers. This module is a learning tool. It will help you increase your knowledge and understanding of toddlers. It also will encourage you to think about working with them, and get you to consider the effects of your actions.

At the end of the module you will find another set of situations and ways to handle them. It will be interesting and exciting for you to check yourself on what you have learned by comparing the answers you select on the PREVIEW

before you read the module with the ones you choose in the POSTVIEW at the end of the module.

This module, *Caring For Toddlers*, will tell you what toddlers are like and how you can provide for their needs.

Toddlers *are* experiencing a most rapid physical growth.

SO

Toddlers *need* a NUTRITIONALLY HEALTHY atmosphere to allow such growth.

Toddlers *are* dependent upon adult reassurance.

SO

Toddlers *need* to feel SECURE in order to develop a sense of well-being.

Toddlers *are* active explorers and imitators of their world.

SO

Toddlers *need* the FREEDOM to question and pretend.

Toddlers *are* unsure without well defined rules.

SO

Toddlers *need* a stable, familiar STRUCTURE to allow for discovery.

Toddlers *are* learning to control their emotions.

SO

Toddlers *need* COMPASSION when working with their feelings.

Toddlers *are* trying to be independent.

SO

Toddlers *need* activities that encourage DEVELOPMENTAL DIFFERENCES.

Toddlers *are* learning to think before they act.

SO

Toddlers *need* activities which CHALLENGE their minds.

Here are the situations with choices of possible ways to handle them which we promised you. Think about each situation and then circle what you believe to be the best way to handle the situation. When you have finished, you may want to compare your answers with ours (see page 156). By doing this, you will have some idea of what you will learn in this module about caring for toddlers.

WHAT WOULD YOU DO IF . . .

1. Sam, a two-and-a-half year old, is very shy. He always has played by himself, but today you see him in the block area with Bruce, another child his age. Suddenly he reaches over and hits Bruce. Bruce frowns at Sam and Sam stares back at him. What should you do now?

   A. Separate Sam and Bruce quickly.

   B. Leave Sam and Bruce alone.

   C. Tell Sam that hitting hurts.

2. At snack time Gena, almost three, wants to pass around the cheese and crackers. Just as she picks up the plate with one hand the snacks slide off all over the floor. Gena is very upset. In this case it is best to:

   A. Completely ignore Gena's accident. Reassure everyone there are more snacks in the kitchen.

   B. Say to the group, "Gena is sorry she spilled the snacks. Everyone makes mistakes from time to time."

   C. Say, "Thank you, Gena, for trying to help me. Next time you might hold the plate with two hands."

3. Anna, a two year old, wants her turn on the swing right now. She whines and tugs on your arm but you remind her she must wait her turn. She wanders off. Finally, a swing is free. You find Anna in the sandpile and tell her she can swing now. But first she wants to fill her sand bucket. You say:

   A. "Anna, you must come right now. Otherwise the swing will have to go to someone else so they can have a turn."

   B. "Anna, that's a very large sand bucket. Let's go swing first, then you can come back and finish filling the bucket."

   C. "Anna, I like to play with sand, too. It's lots of fun. Can I help you fill the bucket before we go swing?"

4. Someone has brought a rabbit into the toddler room for the children to see and touch. Most of the children are very excited. However, Karl is staying close to your side. Each time the rabbit comes toward him he hides his head behind your back and cries. How can you encourage Karl to be less afraid of the rabbit?

   A. Say, "Karl, see, the other children like to pet the rabbit. I know you would like to pet the rabbit if you try. He is very soft and furry."

   B. Talk to Karl about the rabbit. When the rabbit comes near put your arm around Karl and hold Karl close to you.

   C. Laugh to make Karl feel more relaxed. Then hold his hand and slowly help him touch the rabbit lightly on the back.

5. It is time to go outside and play. The children must first put on their sweaters. Cheryl, just two, insists she can dress herself. After awhile she comes to you to ask you to button her sweater. You notice she has her sweater on backwards. What should you do?

   A. Button her sweater and tell her you know she worked hard.

   B. Put her sweater on frontwards, then button it for her.

   C. Ask her to put her sweater on frontwards so she can button it.

6. Asuko is almost two-and-a-half. He often seems to get into quarrels with other toddlers his age. You just have seen him take a toy truck away from another child, Mandy. What should you say?

   A. "Look, Asuko and Mandy. There are a lot more trucks in this box. All sizes and colors of trucks are here."

   B. "Asuko, Mandy had that truck first. Please give it back to her. Then go play somewhere else."

   C. "Asuko, that was not nice. Mandy had the truck first. Please give it back to her."

7. Which of the following group activities would be best to try first with young toddlers?

   A. Read a story to them.

   B. Have them dance to music.

   C. Play "London Bridge Is Falling Down."

8. You are outside with your group of two year olds. There are swings, trikes, balls and the usual kinds of outdoor toys for toddlers to play with. Each time you go outside Trina spends the entire time swinging. What should you do?

   A. Fill all the swings with other children so Trina has to find something else to play with.

   B. Tell Trina you will let her be the first to play with the balls or ride the trike if she will try.

   C. If Trina wants to, let her continue to swing for as long as she enjoys it.

9. Ronald is two-and-a-half. He insists he can swing standing up on the seat. You know he can hurt himself if he swings that way. What do you say to Ronald?

   A. "Ronald, don't stand up. You might get hurt if you swing that way."

   B. "Ronald, you will have to sit down before I can let you swing."

   C. "Ronald, if you don't sit down, I can't let you play on the swing."

10. Mary Ellen is 30 months old. She has been showing some interest in learning to use the toilet. But each time you take her she just sits there. Her parents are very eager to get Mary Ellen out of diapers and into regular pants. How can you help Mary Ellen learn bathroom skills?

    A. Put Mary Ellen into regular pants. Then take her to the bathroom regularly, like every 15 minutes or so. Sooner or later she will be able to use the toilet instead of wetting her pants.

    B. You could suggest to Mary Ellen's parents that they keep her in diapers until she wants to wear regular pants. Also, let Mary Ellen use or "pretend" to use the toilet whenever she wants.

    C. Put Mary Ellen into regular pants. Let her go to the bathroom whenever she wants. But always go with her. She should learn that toileting is not a game but something she needs to learn.

11. Shannon, just two, does not talk much, yet she seems to understand most everything said to her. She often will point, squeal, or use other language skills instead of speech. How can you help Shannon to talk more?

    A. Tell her parents to take Shannon to the doctor. The doctor will be able to find the reason why Shannon does not talk well.

    B. Do not talk to Shannon or help her with her tasks unless she first seeks your help. Once *she* comes to you, speech will surely follow.

    C. Find out from Shannon's family what things interest her most. Then have some of these things at the center where she can see them.

12. Donna is an excitable two year old. She can talk well for her age but sometimes she stutters or stammers. How can you help Donna most?

    A. Say, "Donna, now slow down and start things over again. Take your time and you will say it right. I know you can."

    B. Stop Donna and say, "That's all right. I know you are trying your best to tell me you would like to paint like the others."

    C. Let Donna say things her own way, even if she starts and stops several times, or she repeats some words more than once.

13. It is lunchtime. Today the children are given a choice between ice cream or pudding for dessert. Yolanda is just 30 months old. She says she wants both. What should you do?

    A. Tell Yolanda she must choose one or the other.

    B. Give Yolanda a little of each.

    C. Tell Yolanda if she eats her ice cream, she can have some pudding.

14. Rita, a little over two, seems shy around the other toddlers in your room. She prefers to just sit and watch the others play together. What should you do?

    A. Bring one of the other toddlers over to play with Rita.

    B. Go over to be with Rita so she is not alone.

    C. Let Rita continue to just sit and watch the others.

15. You have given each toddler a paper bunny you have made for them to take home. They are delighted. One little boy, Chad, has gone off by himself. He has pulled a piece of popcorn off his bunny's tail and dropped it on the floor. He is about to pull off another piece of popcorn. What do you do?

    A. Let Chad continue to play with the bunny however he wishes.

    B. Say, "Chad, I'm sorry you didn't like your bunny."

    C. Tell Chad he cannot have another bunny after that one.

16. Sang, a very boisterous two year old, has brought an Oriental doll from home. The other children want to see his special doll. He pulls it away from them and says, "My doll. Mine!" What should you say?

    A. "Sang, if you are not willing to show your doll to the others, please put it away."

    B. "Sang, if you bring your doll to me, the others can see. I will be very careful not to hurt it "

    C. "I think Sang has a very special doll. He will show his doll to you one at a time."

17. José is almost three years old. He learned to talk at an early age but has trouble with certain sounds. He will say such things as "dis" for "this," "bebe" for "baby" and "nawghee" for "naughty." How can you help José most?

    A. Let Jose talk however he wants to. He will be able to pronounce these words correctly as time goes by.

    B. Suggest that José's parents find a good speech teacher so their son will receive the proper speech training.

    C. Work with José in special sessions at the center. He is not at the age where a trained speech teacher can help.

18. Your group is finger painting. You know it is wise to have only two or three toddlers working on this art project at once. You also know that when this group is done it will be time to get ready for lunch. Molly, just two-and-a-half years old, is standing nearby watching. She wants to finger paint, too. You say:

    A. "Molly, it soon will be time to eat lunch. Maybe you can have a turn to paint later."

    B. "Molly, I will let you finger paint next week. There is not enough time left today."

    C. "Molly, it will be time for lunch in 15 minutes. Go wash your hands and face now."

19. Pila is two. His parents have asked your advice on what to do when Pila says "No!" to everything they ask him. What do you say to them?

    A. Suggest to Pila's parents that they just not ask him any questions. That way he can't ever say "No."

    B. Tell Pila's parents this behavior is normal for a two year old. They just have to accept all his answers.

    C. Tell Pila's parents to try to ask him yes-or-no questions only when they are able to go along with his answers.

20. Carl Ray is two-and-a-half. He has always been a good eater. For the past few weeks, though, he seems to have had a one-track mind. At lunchtime he wants to eat only peanut butter sandwiches and drink a glass of milk. What should you do?

    A. For now, suggest to Carl Ray's parents that he bring a peanut butter sandwich and milk from home for as long as he wants.

    B. Laugh and say, "Carl Ray, you eat so much peanut butter. One day you're going to turn into a peanut."

    C. Continue to feed Carl Ray the center meals, making sure he eats a small amount of each food served.

THEY ARE ACTIVE AND ADVENTUROUS

Walking, Climbing And Running Open Doors To Adventure For A Toddler

A *toddler* usually refers to a child between the ages of two and three who has learned to walk or "toddle" with ease. Two year olds, or toddlers, have gained a lot of control over their bodies. Newly learned physical skills such as walking, climbing and running add feelings of being a rather useful individual. They are the spark in an increased demand for independence. Now all of that energy can be directed at anything in sight. Toddlers are always on the go and love to explore and experiment with anything that catches their eyes. Wastebaskets, safety pins on the floor, faucets, bottles and other children are all of interest. Everything is a source of possible adventure, for both the toddler and the caregiver!

Toddlers Begin To Socialize

Between the ages of two and three we see a gradual decrease in the time the toddler spends in activities like eating, sleeping and dressing. We see an increase in social experiences such as talking, trying to get your attention or seeking approval from others for a task well done. Altogether the two year old still spends much more time eating and dressing than he does seeking approval. But at this stage there is a very definite need to make social contact.

Objects And Simple Tasks Are Important

The toddler is most familiar with and involved in the world of objects. Exploring the quality of things - the feel and smell of a rose - and practicing simple skills - pulling on socks - take up a big part of every waking hour. Their importance, though, is fading slowly.

Words Become Conversations

Language development is amazing. The two year old can understand simple words and sentences. She can speak some, and may carry on simple conversations. By year's end the toddler will be able to understand the majority of all language that will be used in a lifetime of everyday conversation!

The Toddler Is A Thinker, Too

Mental or intellectual growth is surprising during this period. The two year old is becoming more of a *thinker*. He works things out in the mind before taking physical action. Interests in creative activities such as drawing or block building begin to develop. There also is an interest in television and pretend play. The toddler begins to know about simple cause and

effect and about chains of events. He learns about the consequences of behavior and the passage of time. He learns many other intellectual skills that will prove useful as the year progresses. The toddler is interested in ANYTHING. To him the world is BRAND NEW. For certain, the two year old still will confuse today with tomorrow and yesterday with today. But make no mistake, the toddler is fast becoming an amazing human being.

Here are some statements that caregivers of toddlers have made. They tell how and why toddlers behave. Consider each one. Think about your own feelings. Realize that these are typical, real-life examples of toddler behavior. Ask yourself if you feel you could deal with these kinds of normal, everyday events. Put a Number 1 by the situation or part of a caregiver's job that would be most difficult or tiring for you; a Number 2 by the second most difficult and so on through Number 10.

____ Changing diapers and training pants are a part of toilet learning for all two year olds.

____ Because toddlers cannot walk or move as quickly as adults they need to be helped along from one place to the next. It takes longer to get things done. They like to dawdle.

____ Since two year olds are shorter than adults, it is necessary to stoop over a lot or kneel down to their size to hear what they are saying or to lift them up so they can see or touch something.

____ Because toddlers always are on the go and into everything, including things that could be dangerous for them, they need to be watched like a hawk. You must keep your eyes on them constantly.

____ It is difficult to help two year olds with their problems because they cannot yet talk well. Their crying and screaming can be confusing.

____ Toddlers have not learned how to play with other children yet. Often a little two year old can be seen off in a corner by herself looking as though she would like to play with the others.

____ Two year olds may stuff things into body openings like ears, nose or mouth. You never know what emergency you will have to handle.

____ Two year olds often insist they can do things you know they are not old enough to do. They are trying to be independent.

____ Toddlers love to take off their shoes and socks over and over again. You are the one who will have to help put them back on every time.

____ Toddlers are always asking "Wa dat, wa dat?" even when you know they already know the answer to their own questions.

Think about the preceding statements. If you find you have mixed feelings, do not be discouraged. Your feelings are not unlike those of many caregivers. Working with toddlers is not easy. It means performing tasks like changing diapers or training pants. It means lifting or carrying rather heavy youngsters. It can be very tiring. There is a lot of bending, stooping, kneeling and running, with little time for sitting. Toddlers can do scary things like stick sharp objects up their noses or in their ears. They have trouble telling you what is on their minds at times. You feel helpless when you cannot determine what their problem may be. They will insist they are big enough to pour their own milk. They enjoy dressing and undressing time and time again. They like to ask questions just to hear you tell them what they already know. In a nutshell, caring for toddlers requires patience, understanding and a lot of energy.

BE SENSITIVE TO TODDLERS' VIEWS OF THE WORLD

Recognize That Everything Is Viewed In Relation To Self

The two year old has an ego or a real sense of "self." He is ready to be his own boss. "My" and "mine" are heard constantly - "My ball," "My mommy" or just a firm "Mine!" He sees things *only* from his point of view. Accidents have no place in his way of thinking. If another child steps on his foot, he believes it was done on purpose. He wants what he wants right now - no waiting. There may be frequent outbursts of temper, but they usually are over quickly. Normal though it is, his self-centered approach to play and life in general is the basis for the many frustrations he will encounter in the months to come.

Be Aware That Play Is Serious Business

You already may know that a child learns by playing. It also is important to understand that to the toddler play is the same as work. She works hard at playing. Watch a two year old try to stack and re-stack three blocks, one on top of the other. If it is her plan to get all three blocks stacked, you can imagine how upset she must become when they fall each time she tries. While you may see it as only play, to her block stacking is very hard work. This work can be frustrating. She feels defeated. Here is your chance to give her support, letting her know you understand her feelings.

Expect Toddlers To Imitate The Behavior Of Others

Learning to control behavior is much different from controlling feelings. If the toddler hits another child out of anger, you can help him stop his hitting but maybe not his anger. Then it is your job to help him understand why he is feeling angry. Show him ways without hitting to express his anger. It is worthwhile to note, however, that in *early* toddlerhood the child seldom hits when angry. Often he will cry. Usually hitting is an imitation of something he has seen before, perhaps on television, or is an experiment to see "what happens if...."

View Biting As One Way To Express Feelings

Biting, like hitting, does occur at some time with many children. In the toddler the causes of biting often are similar to those that cause her to hit. She simply may be experimenting, to see what reaction her biting brings from others. She may have confused kissing she sees among adults with biting. In her attempt to kiss, she bites. She does not mean to hurt or be cruel.

Biting may be a kind of social attention-getting she has chosen. However, biting for any reason cannot be ignored because it can do real physical harm to others.

Understand The Biting Child

In most cases, biting is a passing phase. But if it persists and becomes a real problem, then special help is needed. For the toddler or even an older child who constantly bites, punishment is not the answer. This child bites because he is angry or disappointed. To punish him only adds to his feelings of anger or disappointment. It does not help him to control his biting but may indeed encourage it. When you see a child who tries to bite, prevent him from biting by holding him away. Say, "I will not let your hurt Sally" or "I won't let you bite me." Your words show the biter that you will not let him hurt others. Do not suggest that his wish to bite is mean or terrible. If you come upon the scene after the biting has occurred, turn your attention to the injured child. The biter sees you give all the attention to the hurt child. He will not like being left alone. He will feel rejected. However, in this approach you need to be careful. The biting child must get your attention when he behaves nicely toward other children. He must receive praise from you. In time he will learn that it is more fun and socially acceptable when he does not bite. If he feels you understand his need to bite, he is more likely to give up that habit. He will learn that you prefer he express his need to bite in other ways. Meanwhile, watch him closely and be patient with him.

Recognize That Fear, Like Anger, Is Normal

Fear, like anger, is an expression of the child's frustrations. Like anger, fear is a normal feeling. Most of the toddler's fears are based on things she has seen, felt or imagined. The two year old is small so naturally big things scare her. She may eagerly grab for a pretty, pink rose only to be pricked by a thorn. A dark room might be frightening because of what she imagines the darkness to be. Squatting down to her size makes you seem not so big. Holding the toddler's hand or hugging her are important. Let her know you are there. Talk with her about these fears, telling her you have fears, too. Teasing or laughing at the child only make her feel ashamed. It may cause her to hide her fears instead of facing them. Asking her to be "big and brave" when she doesn't *feel* that way is

unwise. All fears in the young child cannot be prevented. You can make them less serious by being calm, patient and understanding.

HELP THEM UNDERSTAND WHAT IS EXPECTED

Make Rules That Protect The Child

The toddler has a strong need to show his independence. He says "No!" whenever given the chance. There are many things you simply cannot let a toddler do since he could harm himself or someone or something else. You must put rules or limits on his behavior. "Don't touch" and "Not now" are typical examples of limits. Some limits are due to his own lack of ability. He cannot climb the playground fence if he doesn't know how to climb. Too often as adults we will tell a toddler he cannot do something because it is more convenient for us if he doesn't. Telling a two year old he cannot play on the swing because *you* would rather read than go outside is not a good limit. Such unnecessary limits do much to cause frustration for the child. If you do not want the child to swing because it is cold outside and he has no warm jacket, then the limit is necessary.

Set Limits In A Positive Way

Limits should be positive as well as necessary. Rather than saying "Don't touch" or "Not now," try saying "Keep your hands off" or "Later." A world full of *no's* and *not's* builds bad or negative feelings. A two year old is less confused and frustrated when she is told what to do rather than what *not* to do. Say "Paint on the paper" instead of "Don't paint on the table." This will help her develop good or positive feelings about herself. At times the toddler may think you and your limits are trying to spoil her fun. This happens even when a rule is both necessary and positive. To forgive and forget come naturally to a child of this age. However, she must feel secure in her world and with the people in it.

Support A Child's Strengths

Praise a child rather than scold. This, too, goes a long way in building good feelings. Emphasize his strengths over his weaknesses. Don't bring up his mistakes in front of others. If you must scold, do so positively by offering or showing him a better way. The toddler may not want to learn to pour his milk if every time he spills, you scold him. He will feel bad about

his mistake and about himself, and perhaps avoid the task in the future. The two year old is just like the rest of us. Even if he has made a mistake the first time, it is important he feels his efforts were appreciated. Then he will want to try again.

Be Sure That You Offer Real Choices

Earlier we suggested that a toddler says "No!" whenever given the chance, sometimes even when she means "yes." The two year old has discovered that "no" is a powerful word that draws a lot of attention from others. It also is an expression of her increased ability to assert herself. She can show some kind of control over you. When handling the toddler's "no's" you should recognize that this, too, is normal at this age. It is sometimes wise to avoid asking a two year old questions that allow yes-or-no answers, unless you are prepared to accept a "No!" and live with it. If it is snowing outside, you know the child *must* wear her coat. It would be best to say, "Put on your coat" rather than "Would you like to put on your coat?" She may decide she doesn't want to wear her coat today, snow or no snow. It is unfair to give the child a chance to say "no" when you are able to accept only a "yes" answer. Otherwise she feels she has no rights. She may give up trying to assert herself altogether. Offer the child a choice only when you are willing to let her make her own decision.

BUILDING SKILLS
IN HELPING
TODDLERS HANDLE FEELINGS

. . . Some Often Asked Questions
And
Situations To Explore

HOW DO YOU HANDLE TODDLERS' DIFFICULT BEHAVIORS?

The toddler age is a very physical one. Toddlers express their feelings of love, anger, fear and frustration by such behaviors as hugging, crying or kicking. Usually they use their bodies instead of talking. Hitting and biting begin often as expressions of "I see you," or "I like or don't like you." These behaviors cause immediate reactions from the other children and adults as well. Two year olds like to get attention. But biting or hitting are not behaviors which can be ignored by others. When toddlers bite or hit, give attention to the injured child. Then direct their attention to other activities which will separate them from each other for a short time. Since toddlers are not skilled in speech, often they say "no" in answer to most questions. In general, do not ask questions they can answer with a "yes" or "no" unless you are willing to accept their answer.

WHAT WOULD YOU DO IF . . .

Joshua is two years old. He frequently greets other children by biting them. The other children have started to cry when he comes near them. Parents are beginning to complain. What can you do to stop Joshua's biting?

A. When Joshua bites go over to him and say, "No, no, Joshua, biting hurts." Then take Joshua over to a corner of the room. Have him sit in a chair for about five minutes.

B. When Joshua bites go over to him and say, "No biting. You hurt Shane." Hug Shane and comfort him. Then take Shane away from Joshua. Find Shane a toy to play with.

C. When Joshua bites go over to him and say, "No, no, biting hurts." Then bite Joshua's hand so he will understand what you meant when you said "biting hurts."

Answers On Bottom
Of Next Page

Nancy is two-and-a-half. It is her second day in your room. As lunchtime approaches she begins to cry and wants her father. You tell her "daddy" will pick her up pretty soon. She cries harder and holding her on your lap doesn't seem to work. What do you do now? Say:

A. "Nancy, daddy will come and pick you up soon. Let's go find a toy for you to play with. I'll stay with you for a little while."

B. "Nancy, I'll hold you and take care of you until daddy comes. Now stop crying or I'll have to put you down."

C. "Nancy, I want you to stop crying. Daddy will come for you after work. Now be a big girl. I'll get a tissue to dry your tears."

Answers From Previous Page

Choice A is not the best solution. You are giving Joshua lots of attention while ignoring the child who has been bitten. In addition, trying to make a two year old sit in a chair for even five minutes is almost an impossible task. It seldom achieves anything. Even if you were to stay with Joshua to be sure he sits in the chair you still are giving him special attention.

Choice B is a better answer. You are letting Joshua know his biting is not acceptable. Also, you are giving most of your attention to the injured child.

Choice C is not a wise choice. By biting Joshua you give him the idea that it is all right for adults to bite. Joshua also may become afraid of you. Even by hurting Joshua he may not connect his biting others with the hurt you caused by biting him. Physical punishment of any kind or for whatever reason in child care is not acceptable.

Matt is two-and-a-half. His favorite word is "no." He is very active and you have to tell him "no" many times during the day for such things as running, throwing toys and climbing on shelves. Whenever you ask Matt if he'd like to eat, go outside, or take off his coat his answer is always "No." What can you do?

A. Ignore Matt when he says "no." Stop asking him questions. Try not to say "no" to Matt as often as you have in the past.

B. Keep an eye on Matt. Remove him from activities where you might have to say "no." Say "no" whenever he does something wrong.

C. Keep your "no's" to a minimum. Say things like "Walk, Matt," or "Feet on the floor, Matt." Take away toys when he throws them. Avoid asking "yes" and "no" questions.

Answers From Previous Page

Choice A is the best answer. It reassures Nancy that her daddy is coming. It gives her something else to think about. Staying near her for a while also will be a comfort to her.

Choice B is not a good solution. You already found that holding her doesn't work. Threatening to put her down makes her feel even more insecure.

Choice C is a poor choice. Nancy is not a big girl. You are not helping her work out her feelings. She already feels insecure. This answer would make her feel even more so.

Judy, who is two, is new in your room. She seems very fearful of the other children. She follows you around rather than playing with the toys or joining in the activities in the room. How can you help Judy adjust to the room activities and other children her age?

A. Take Judy to a table where there is another child drawing. Sit and draw along with Judy. After staying with Judy for a while, leave the table but stand nearby.

B. Allow Judy to follow you around. Talk to her reassuring her that she will like your room. Do not try to get her to relate to the other children.

C. Take Judy to a group of children who are playing. Ask the other children to play with Judy and then leave.

Answers From Previous Page

Choice A is not the best choice. Part of developing language skills is in answering questions and in being given choices.

Choice B is not a good idea. Removing Matt from such activities could keep him from doing or learning anything. This would not teach him limits. If you continue to use "no" constantly you can expect Matt to say "no" often, too.

Choice C is a better answer. You are telling Matt what to do and not using the words "no" or "don't." Asking questions that need answers other than "yes" or "no" develop language skills. When "yes" or no" answers are allowed you should be willing to accept either answer.

Answers From Previous Page

Choice A is a good idea. You are helping Judy begin to join in activities. She may even begin to relate to the other child. You are giving her support by staying near her until she feels comfortable.

Choice B is not the best answer. It would be difficult for you and Judy if you allowed her to follow you around for very long. You need to help Judy become more sure of herself. This answer would not do this.

Choice C will solve nothing. Judy will feel alone and become more fearful and insecure. She needs your help and the security of your presence while she is becoming involved with the activities and children in your room. Besides, two year olds are better able to relate to just one other child at a time than to a group.

BE AWARE OF HOW TODDLERS PLAY

Show Toddlers Your Acceptance And Approval

We never outgrow our own need for social acceptance and approval. Knowing this fact should make us more understanding of children. Social behavior is very much related to feelings of security. As a caregiver, if you enjoy being near children, they seem to feel the warmth of your presence. If children have pleasant social experiences, they gain self-confidence. They then are more likely to play with other children in pleasant ways.

The toddler's first social contact in the child care center will be directed toward you, his caregiver. You have a very important role in his social development. You, rather than another child, will be the first person in the center that he will want to see his drawing. You will be the first he will want to help when it is time to put away the toys. He will actively seek your praise for a job well done. He will ask you to read a story, to help him pull up his pants or to find his truck. These are his first attempts at socializing. The way that you respond will affect his future success as he begins to play with other children.

Give Toddlers Time To Play Alone

Regardless of age, some of us enjoy being with people more than others do. When working with young children you must accept this fact. Two year olds will spend most of their time playing by themselves. They need time to learn more about themselves, to explore and experiment. They need time to work out their individuality before they possibly can begin to play with others. This ability to play alone is very important. Children should be able to entertain themselves. That way they do not become overly dependent upon others for their happiness. If toddlers are denied this privilege, they may never be able to enjoy being alone.

Expect Them To Play Near Others

The toddler likes to be *near* others. While she prefers to play by herself, she does enjoy being around other children. So she plays *beside* them rather than *with* them. She will spend a part of this time watching. This is a sign that she is interested in what other people are doing and how they do it. However, do not be too eager to push the toddler into group activities before she is ready. She must set her own pace. When she is ready to socialize she will make the first move.

Keep Group Activities Simple

Since toddlers usually play by themselves - *near* rather than *with* other children - there should not be too much planning for activities that involve more than just a few children. Space group activities far apart and make them short. Be aware that not all children should be expected to cooperate. Some simply may not be interested. You need to be flexible to allow for the toddlers' short attention spans, lacks of interest and inabilities to play with others. Toddlers do enjoy music and reading. But they need to see the record going around or to touch the book that is being read. Therefore, groups that can be kept within your personal reach or touch are best. Some children will stray immediately so you will need to be ready for this. Try to bring them back into the group as quickly as possible. "Sammy, you can sit here beside me."

Don't Expect Toddlers To Sit Still For Long

How long a child can sit for group activities may vary. Studies have shown that the average white child physically is less active than the average black child. As adults we sometimes put pressure on a child to sit still. We tend to be more accepting of the child who will sit quietly to watch and listen. We often are not as understanding of the active child who seems easily bored. Fidgeting, tapping with the hands or feet, or talking constantly are normal behaviors in many children, regardless of their culture. Such behavior may be a little more common among black children. Be aware of this fact and show you understand. You could help the more active child by having group activities which allow children body movement.

Plan Active Group Times

In the beginning, snack or mealtimes are the best opportunities for bringing toddlers together as a group. Generally, activities that involve them physically are the very best. Eating at mealtime, dancing at music time, or feeling or touching the flannel board are good examples. They need something more than just listening and watching.

Choose Times When They Seem Interested

Two-year-old groups tend to "warm-up" as the morning progresses. When they first arrive at the center, they are not much in the mood for group cooperation. They are more eager to do something that they enjoy by themselves. But as the morning progresses, around ten or eleven, the toddlers usually are at their best for group activities. After that time they are getting

hungry, tired, homesick, or just too fidgety to be up to group projects. As a rule, the two year olds who are in a center on a regular basis will improve as the year progresses. By spring or summer, toddlers who have been in the child care center frequently since fall or winter will find group life easier and more enjoyable.

Don't Insist That They Share

First contacts between two year olds usually are accidental and brief. They just happen without the toddler actually planning them. Since he prefers to play alone, time spent with other children usually is short in length as well. In these early contacts it will become clear to you that the two year old has not learned to share yet. He still is very possessive. Everything is his. When two toddlers want the same doll, grabbing and crying are the usual results. Their anger often is brief. So distracting them normally is the best method for handling arguments of this nature. "Oh, look, see how sad this other dolly is. I know she would like someone to play with her." The toddler just is not able to share at this age, so a wise caregiver will not insist he share. He will not discover until much later that sharing his possessions will bring him social acceptance from others.

Notice That Toddlers Near Three Play In Pairs

As toddlers near their third birthday, playing together still is rather simple and accidental. Most of their socializing seems to occur during times that involve more physical action. Running from one end of the playground to the other or riding trikes are good situations for social learning. These activities do not require the amount of concentration that is demanded of a child when she is drawing a picture or putting on her clothes. It is easier for her to play with or among other children when she is not having to think so hard about what she is actually doing. When two year olds begin to play with others, they usually play in pairs. By playing with one child, then another, the toddler learns that people are different. Different children like to do different things and in different ways. She learns that sometimes she can be the leader and other times she cannot. This type of early social learning will be valuable to her throughout her life.

Let Toddlers Settle Their Own Quarrels

Quarreling is a lesson in group living. No two year old can go through toddlerhood without getting into arguments or quarrels over one thing or another. In early toddlerhood he is only mildly involved in quarreling. But as he grows he will more and more be the one who starts the dispute. While no quarrel is without cause, any attempt on your part to find fault or scold will not help the child develop feelings of cooperation. He only will feel resentment and unworthiness. Children assert and cooperate among themselves in their own ways. You can help them most by allowing them to settle these matters by themselves. Often there is no room for adult reasoning. A child of this age can be seen squabbling one moment, and 30 seconds later the incident is completely forgotten. Even simple hand-to-hand contact between toddlers of the same age and size usually is nothing to worry about. It is possible for a two year old to hit another child - not to be mean or to hurt - but simply to get the other child's attention. The toddler's lack of ability to speak also may be the reason for his hitting when disagreements occur. If he has not yet learned to say "Mine!" he may feel he has no choice but to hit in order to get what he wants. As adults it is hard to stand by and see a child struggle this way. Yet he must learn by doing. You cannot do it for him. This is not to say that you must approve of hitting as the best way for a child to make social contact. It just is one way often seen among toddlers. The only time an adult needs to get actively involved is when a child is likely to do *serious* harm to himself or someone else or when hitting is becoming the only social skill the child uses. It is helpful to note, too, that few quarrels will develop among two year olds if interesting activities and materials are provided for them.

Encourage Them To Be Kind

We all know that good manners show respect for the rights, ideas and feelings of others. Manners are therefore a social skill. It is important to teach the young child to be considerate of others. A two-and-a-half to three year old who has been taught like a parrot to say "please" and "thank you" whenever you say, "Now what do you say to the nice man?" may not be any more considerate that a child who has not been taught these nice words. What she will learn, however,

is that her manners will bring praises and smiles. As a result, she feels good about herself. This, in turn, makes her more friendly towards others. She learns to be thoughtful in much the same way she learns to share and take turns. If she is kind to people around her, they are kind to her. Basically, we want the toddler to be a pleasant person. She must learn to like herself and feel she is valued by others. Only then can she get along with people in her world.

Be Willing To Talk With Them

The toddler is curious about people as well as things. He will ask you many, many questions. Sometimes the questions are a way of checking on the accuracy or the truth of what he believes. Other times he asks a question to gain more information or knowledge. He even may ask questions for which he already has the answers. In these cases, he uses the questions as a way of making conversation with an adult. His asking and your answering have become a social game. He finds talking with you is an enjoyable experience. He feels you are willing to listen to his thoughts and ideas. This makes him feel special. This verbal sharing eventually will lead him to share other things, such as a toy or a book. While conversations between child and adult develop language skills, equally important is the socializing that takes place when two people talk.

GUIDE THEM GENTLY AND PATIENTLY

Remember How Important An Adult's Reaction Can Be

We all know that setting limits is necessary in day-to-day living, not only for children but adults as well. Often it is the *how's* and *why's* of correcting children that confuse us. This is included in this section on helping toddlers enjoy others because first and foremost, setting limits and correcting behavior involve a social relationship. It involves helping, giving, sharing and teaching. Two year olds are at an age where learning some rules is a necessary part of their lives. As toddlers learn the difference between what is "good" and what is "bad," they will want to do what is "good." Good deeds bring them praise from you. Their wish for your approval is a very strong power you have over them. You must be careful, fair and wise.

Let Toddlers Know That The Behavior, Not The Child, Is "Wrong"

Guidance begins with caring and loving. Let a child know you correct him because you care about him. At two years of age the toddler needs to feel that the important grown-ups are on his side. As a caregiver avoid labeling or calling names. "You're *naughty*" or "Why are you so *mean*?" Help him save face. "Oh, oh, that was an accident. I know you won't let it happen again." This does not mean that you must never show you are displeased or lose your temper. Sometimes the toddler will learn more when he sees that you are not pleased with his actions. But here, too, you can be supportive. "I don't like what you have done." The emphasis is that you don't like his behavior, not him personally. Even though a two year old is able to understand most things said to him he still may be confused by your limits. Therefore, he does not mind a firm "No!" from time to time. It can clear up a lot of confusion for him. Your reaction teaches him what you mean. Guidance also requires a leader and a learner. Since you are the leader, you are free to offer help to the child. "I will help you learn to stop hitting" or "I will stop you if you cannot stop yourself." The child welcomes this kind of authority. You are accepting him as he is.

BUILDING SKILLS
IN SUPPORTING
TODDLERS' SOCIAL DEVELOPMENT

. . . Some Often Asked Questions
And
Situations To Explore

HOW CAN YOU HELP TODDLERS DEVELOP SOCIAL SKILLS?

Toddlers seem to be "social" and "non-social" at the same time. They enjoy being with you, the caregiver, their parents, and other children but they have few "social" skills. They like to play *near* each other but rarely play *with* each other. They are not able to share toys. What they play with they identify as "mine" alone. Do not expect toddlers to share. Accept their desires to play near other children but not with them. In so doing you allow them to develop at their own pace. They soon will develop an awareness of other children and get pleasure from their company. They also will see a need to develop "social skills," such as *sharing* and playing *with* others.

WHAT WOULD YOU DO IF . . .

Carol and Chris are playing at the play dough table. They each are doing their "own thing" and seem to be enjoying themselves. You go over to the table with a rolling pin and show them how to roll the dough. Both children want to play with the rolling pin and begin to pull on it. What do you do? Say:

A. "Carol and Chris, share the rolling pin. You may roll for a while, Carol, and then give it to Chris." Then leave them alone.

B. "Let's use our hands to pound the dough flat." Show them how to do it. Then put the rolling pin away.

C. "Carol and Chris, you have to share the rolling pin. If you don't you both will have to leave the table and find something else to play with.

Answers On Bottom
Of Next Page

Susan and Tommy are playing in the doll corner. They begin to argue over a doll. Susan grabs the doll and Tommy starts to pull Susan's hair. What do you do?

A. Go over to the children and pick up another doll. Say, "Tommy, here is a doll for you. Let's find a blanket and wrap the baby up."

B. Go over to the children and say, "Tommy, stop pulling Susan's hair. Susan has the doll, and you will have to find another doll to play with. You can play with Susan's doll later."

C. Go over to the children and say, "If you can't share the doll, we will put the doll away. Give me the doll. Both of you find something else to play with."

Answers From Previous Page

Choice A is a poor choice. Carol will not want to give the rolling pin to Chris, and Chris will not want to wait his turn. Toddlers do not share or wait well.

Choice B is the best answer. You have realized your mistake in bringing over just one rolling pin. You are giving Chris and Carol something they can do by themselves while still playing near each other.

Choice C is not a good solution. Toddlers have difficulty sharing. Punishing them for not sharing is unfair.

Jeremy and Amy are playing on the small slide. Every time Jeremy starts up the slide steps, Amy pushes him out of the way and goes in front of him. Jeremy is getting very frustrated. What can you do? Say:

A. "Amy, you have to take turns. Now it is Jeremy's turn, then it will be your turn." Before you leave, say, "Remember, I said take turns!"

B. "Jeremy, tell Amy you want a turn. Don't let her push you out of the way. You have to stand up for your rights, Jeremy."

C. "Now it is Jeremy's turn to go on the slide, then it will be Amy's turn." Stay with them and say, "Jeremy goes up the slide and down again. Now Amy goes up the slide and down again." Repeat this several times.

Answers From Previous Page

Choice A is the preferable answer. You are giving Tommy another doll to play with and suggesting something special he can do with it.

Choice B is not a good idea. You are expecting Tommy to be willing and able to find another doll on his own. You also are expecting him to wait for Susan's doll. Waiting is very difficult for a toddler.

Choice C is of course incorrect. Toddlers have trouble sharing. Punishing them for not sharing is unreasonable. They will not understand why they are being punished.

Answers From Previous Page

Choice A is rather hard. Jeremy and Amy don't understand about taking turns and will be unable to follow through on what you are telling them.

Choice B is not a good solution. Jeremy does not have enough language skills to explain his feelings to Amy. He also will not understand what standing up for his rights means.

Choice C is the best answer. You not only are explaining what taking turns means, you also are staying with the two children to show them what you mean.

HOW DO YOU WORK WITH TODDLERS IN GROUPS?

Group activities with toddlers should be kept short and active. Toddlers are not very interested in doing things together. They wiggle and squirm when they have to sit too long in a group. As a group toddlers do enjoy music they dance or clap to, finger plays and short flannel board stories. They like pictures of animals which they can recognize and imitate. Puppets that "speak to them" and which can be used by them also are fun. Remember, if the toddler is not personally involved in a group time, he will leave the group to do his own thing.

WHAT WOULD YOU DO IF . . .

You have decided to do finger painting with the toddlers. You allow four children to sit at the table. You put smocks on all of them. There is a pan of water nearby for them to wash their hands. The children have finger painted for a few minutes. Then Jack walks off while you are busy helping Debbie wash her hands. You are afraid Jack will get finger paint on another child, the wall or some toys. What do you do?

A. Call Jack back to the table. Tell him he must stay at the table until his picture is finished and it's his turn to wash his hands.

B. Get Jack and bring him back to the table. Help him wash his hands with Debbie. Then allow both children to leave the group.

C. Finish helping Debbie. Then go get Jack. Help Jack wash his hands. Then wash anything in the room which he has touched.

Answers On Bottom
Of Next Page

You have decided to have water play with your group of toddlers. When you get the table filled and ready, about eight children rush over to play in the water. What do you do?

A. Allow the eight children to play in the water. It would be unfair to turn some of the children away while allowing others to play.

B. Tell the children that only four can play at the water table. Ask if some of the children would leave and come back when there is room at the table. Praise those children that leave. Tell them they are good "sharers."

C. Put smocks on four of the children. Tell the other four to go to the block area or coloring table. Tell them you will come and get them when it is their turn at the water table. Be sure you stay nearby to supervise.

Answers From Previous Page

Choice A is not a good choice. Obviously Jack is tired of the activity. He may refuse to return to the table. Even if he does return, waiting a turn to wash his hands probably will cause problems.

Choice B is the best solution. You make sure Jack returns to the table quickly before any "damage" can be done. You get him washed and off to another activity right away. One hint: When finger painting with toddlers, usually it is best to have only two at a time finger paint. Their attention span is short. You will be able to keep up with the painting and clean-up much more easily with two children.

Choice C is a poor choice. By the time you get to Jack he undoubtedly will have left his "mark" in several places. Cleaning up the spots he has touched leaves two toddlers finger painting by themselves. This could add up to a really messy situation.

You have just finished singing a song with your group of toddlers. Now you have started to tell them a picture story about animals. Two or three of the children get up and walk away. You bring them back to the group, seat them near you and continue the story. Then two other children begin to push each other. Three more walk away. When you call them back, they don't come. The two children who are pushing each other begin to cry. What should you do now?

A. Call an end to group time. Tell all of the children they may leave. Then separate and comfort the two crying children.

B. Separate and comfort the two crying children. Allow those who have walked away to play elsewhere. Then, continue the story with the rest of the group.

C. Bring the children who have walked away back to the group. Then put the two children who have been pushing and have started to cry away from everybody. Continue with the story.

Answers From Previous Page

Choice A is not the best answer. Eight toddlers at the water table will end up with wet children and water all over the floor. No one would have a good time.

Choice B is not the wisest choice. Toddlers are not able to make decisions like this. No one would leave the table. You would end up with unhappy children who didn't understand what you were talking about.

Choice C may be a better alternative. You are telling four children to play in other areas and that you will come and get them. You are taking the responsibility for deciding who plays at the water table and when. You also are reassuring the four who have to leave that they will get a turn at the water table.

Answers From Previous Page

Choice A is the best choice. When fighting begins and you have to repeatedly bring children back to the group, it is a signal that the toddlers have had to sit too long. Recognize signals such as these. Allow the group to get up and play elsewhere.

Choice B is not the best answer. You are taking too much time away from the group. They all will become restless while you attend to the two crying children. Look for signs of restlessness during group time. End the group activity when several of the children are restless. Otherwise, they keep the rest of the children from hearing what is going on. You will spend your time trying to settle the restless ones instead of paying attention to those who are behaving.

Choice C is not the wisest choice. As we've said before, you need to pay attention to signs of restlessness. End the group time before many of the children become unhappy and bored. Sitting a toddler in a chair usually doesn't work well. They don't understand why they have to sit there.

EXPECT A WIDE RANGE OF ABILITIES

Be Aware Of Each Child's Abilities

Toddlers always are growing and their growth occurs in a fairly definite pattern. They will learn to run before they learn to climb. They will learn to stay dry during the day before they can stay dry at night. But all children do not grow at the same rate. Not all toddlers are capable of running or climbing with ease at two-and-a-half years of age. Some are and some are not. Nor are they all capable of keeping their pants dry. When working with young children it is helpful to be more aware of the *differences* in individual body development than the so-called *average* for any given age. These differences in physical growth are normal. They are to be expected.

Respect Differences Due To Family Customs

Some physical differences you will see in children occur because of the values or customs of the child's culture or family. For instance, children in many Mexican-American homes are not expected to be independent at a young age. You may care for a toddler who does not know how to put on her coat even though others her age may have learned this skill months ago. If her family has encouraged her to rely upon them for help, then she is more likely not to learn to dress herself until she is a little older. The more you are aware of the customs practiced in a child's home, the better you will be in your job. Know that it is the differences among children and their families that make each one of them special.

Try Not To Compare Children

Knowledge about physical growth is necessary when teaching the young child. It helps you to realize what great changes are taking place in the toddler. It is the *quality* of growth that is important. The fact that one toddler is six inches taller than another is not nearly as outstanding as the fact that an individual toddler may have grown six inches from the time he turned two until he turned three. How he compares to other two year olds is not important as long as his physical growth is moving forward.

Recognize The Kinds Of Things That Toddlers Can Do

While a toddler seems rather immature to an adult, she has come a long way in just a few short years. She loves to run, using tiny steps, even though her running often is clumsy. She will have trouble slowing down, possibly running into other people or things when trying to

stop. She likes to climb and jump. She can climb up and down stairs by herself holding onto the railing and taking each step one at a time. She usually handles a cup without spilling. Although eating still can be messy, the toddler can feed herself quite well with a spoon. She is learning to dress herself. She does not yet know her right shoe from her left or the front of her shirt from the back. But she is trying over and over again to get better. She still is interested in swings and even may learn to ride a tricycle. She loves throwing and kicking a ball and enjoys "keeping time" to music. She likes scribbling with crayons or a pencil. "Reading" a book or magazine is great fun, too. She can turn pages one at a time, build things with blocks like trains or pyramids, cut with scissors, flush the toilet, open and close doors, and much, much more. Her physical accomplishments are many during this period of growth.

Be Aware That Physical Growth Can Affect Behavior

The way a toddler behaves sometimes is related to his physical development. For instance, periods of rapid growth can affect his ability to control his feet, causing him to stumble over everything. If that happens enough times, the two year old could become upset. He could take his frustration out on a playmate. He may want to learn to tie his shoe because he sees older children doing it. But because he physically is not ready to tie his laces, he could become disappointed once again. The toddler's world is full of frustrating events. Many of them occur because of immature physical development.

Expect Better Control Of Large Muscles Than Small Ones

In general, the toddler finds that the larger parts of his body, like his legs and arms, are easier for him to control than the smaller parts, like his fingers and toes. The toddler particularly enjoys singing games that use his legs and arms or hands and fingers. He loves play that exercises his entire body, like running, climbing and jumping. He thinks it is great fun pushing chairs around the room, even when you do not think it is such a good idea. Finger painting is easier for him than painting with a brush. The bigger the piece of paper, the better. He likes to help "cook," to march and to build with large blocks rather than small ones. Puzzles with two to four large pieces are fun and water play is relaxing as well as entertaining.

Provide Opportunities For Rest

The physical growth of the toddler is very related to her physical health. Since the toddler is experiencing a most rapid physical growth it is necessary that she have enough rest and proper food. The two year old plays hard so she tires easily. The caregiver who is not aware of this fact can cause all sorts of problems. The toddler has a right to be short tempered or cranky if she is tired. She naturally has less control over her body when tired, too. You can help the toddler through difficult times by being aware when she is getting tired. Frequently, a tired two year old will want her parents or a favorite toy at home. In the child care center you cannot provide these things for her. But show her you understand. If a nap is not possible, change the child's activity to more quiet play before she gets overly tired. Offer her your lap or a shoulder to lean on so she feels wanted and secure. Give her a chance to rest and you both will be happier for it.

Let The Child Decide How Much To Eat

Good food is essential to good physical development. Toddlers are no exception. It generally is true that children will eat enough food to meet their growing needs without adults forcing them. Just like you, the toddler has times when he is not hungry. If he refuses lunch or snack, accept his decision. He knows better than you whether or not his stomach is hungry. When he is hungry he will eat. Sometimes a new food may be served for lunch that the toddler has never eaten before. He may not want to try it because he is unsure. You can help him most by being calm and unhurried. Encourage him to try the new food but do not insist upon it. Be careful not to stuff him with too much food. His stomach is small. He will know when he has had enough to eat. Serve small helpings and let him ask for seconds if he still is hungry.

Expect Food "Jags" And Hunger Strikes

Meals and snack times should be happy times. It is important you understand that a toddler has food likes and dislikes just like an adult. A two year old often will go on food "jags." She might go ten days in a row eating only peanut butter and honey sandwiches. She even may go several days and eat very little. Such behaviors are normal. This is the age in a child's development when many difficulties about eating

can appear. There are some good reasons for this. A toddler has reached a stage in which food is *not* the most interesting thing in her world. She is learning so many new and exciting things like running, climbing and jumping. Her rate of physical growth is somewhat slower at this age, too. Her need for food is not as great as it was earlier or as it will become when she is older. If, however, a child *never* is hungry, that could be a sign of a real problem.

Plan For Success At Mealtime

Eating is fun for the hungry child. It is not as much fun for a child who is tired or upset, so plan quiet activities before mealtimes. You can help the two year old become a more successful eater by serving bite-sized pieces and finger foods. Let the toddler help set the table, serve the food or clean up. Always allow enough time to eat in a relaxed setting. Eating in very small groups will encourage contact with other children as well as discussion about the foods being eaten. Most of all, the child needs the freedom to eat in his or her own way.

BE PREPARED FOR TODDLERS' INTEREST IN BATHROOM SKILLS

Expect Interest In Toileting And Washing

It is no accident that the toddler's interest in toileting and washing comes to a climax at this stage in her development. Until now her body had not matured enough to control her bladder or her hands for washing. She did not care if her pants were wet or her face sticky. She did not even care if others wanted her face and hands clean. However, during toddlerhood all of these forces work together to create a good deal of interest in bathroom skills. Physical readiness in learning bathroom skills is more important than anything else. A child cannot stay dry if she cannot willingly hold back her urine. By now the toddler is able to have more control over her body. She is eager to learn all she can about behavior in the bathroom.

Allow Some Time For Practice

To adults washing simply is a necessary chore to be done as quickly as possible. To the toddler who is just learning this skill, it may be a very enjoyable experience. It is one that she will want to practice and practice. To you this may be dawdling. To her it is learning, experimenting and perfecting the art of washing.

"Playing" with water also is a helpful, soothing relief from frustration for some children. If you think it is important for her to learn these skills, she, too, will think it is important. Repeating the process many times is the best way to learn. After all, toilets and faucets are interesting "machines." Do not expect her to clean the sink or keep water off the floor. Learning to wet, soap, scrub, rinse and dry her face and hands is enough for now. The desire to clean-up after herself will come many months later. When we allow the child to stay with an activity until she is satisfied, we help her to feel independent, adequate and secure.

Be Patient With Accidents

The toddler is very sensitive to "accidents." He must learn to control his bladder and bowels. When he does he will want to please you and himself by using the toilet. While he is learning, you know he is apt to have an accident now-and-then. This may cause him much alarm. You can help most by reassuring him that everyone makes mistakes. Everyone has an accident from time to time. While he gets into dry clothes, praise him for having tried his best. Be calm. Offer words of encouragement. This will do a lot to help him overcome his feelings of failure. Toileting and washing are big steps in the toddler's growing-up. He should be made to feel as comfortable as possible when things go wrong. Most of all, remember that such activities are strongly connected to physical growth. No time table can be used to predict when the toddler will be ready to begin learning bathroom skills, or any physical skills for that matter. These skills cannot be perfected overnight. When given enough time and patience, the toddler will master these things, too.

BUILDING SKILLS
IN SUPPORTING
TODDLERS' PHYSICAL DEVELOPMENT

. . . Some Often Asked Questions
And
Situations To Explore

HOW CAN YOU HELP TODDLERS DEVELOP PHYSICALLY?

Toddlers practice running, walking, climbing and crawling. They are interested in getting from place to place quickly. Often they do not watch where they are going. This results in falls and in bumping into people and things. This is very frustrating to toddlers. You can help most by encouraging them to try again. Allow them to practice these skills. Most of the activities you do with toddlers should be centered around jumping and crawling. In this way toddlers become more sure of themselves. Later they will be able to learn skills like hopping on one foot and running backwards. These skills demand better physical control.

WHAT WOULD YOU
DO IF . . .

Doug is two-and-a-half and loves to climb. You see him climbing on a chair, then onto the table and finally standing on the table. Should you allow Doug to do this?

A. Yes, because climbing is an important skill for Doug to learn.

B. No, because Doug might fall and hurt himself.

C. Yes, if you stand near Doug and steady him while he is on the chair and table.

Answers On Bottom
Of Next Page

Louise is trying to put on her cowgirl boots and is having trouble doing it. She becomes very frustrated and starts to kick and cry. What should you do? Say:

A. "Louise, I will help you with your boots. I know it is hard to put on boots. Some day you will be able to do it by yourself."

B. "Louise, I'll put one boot on for you and you put on the other boot. Now stop crying because that won't help you get the boot on."

C. "Louise, if you are going to kick and scream, I'll have to take your boots away. I know you can put your boots on by yourself. Stop crying and just try a little harder."

Answers From Previous Page

Choice A is not a good idea. Climbing on chairs is unsafe and not acceptable social behavior. It is not something you want to encourage.

Choice B is the wisest choice. Doug could fall and get hurt. He may then be afraid to climb again. Allow toddlers to climb only on equipment made for that purpose.

Choice C is not the best answer. By standing near Doug and steadying him you are giving him the idea that it is all right to climb on chairs and tables.

It is lunchtime and Randy is not eating very well. This is the second day that he has just "picked" at his food. You are concerned about his loss of appetite. Yet other than a lack of appetite, Randy seems to feel fine. What do you do?

A. Tell Randy that if he wants to grow up big and strong like his daddy he has to eat his lunch. Tell Randy that he has to eat all his lunch before he leaves the table.

B. Let Randy eat at his own pace. Praise him as he takes each bite of food from his plate. Encourage him to take another bite but don't force him to eat if he doesn't want to.

C. Tell Randy that if he isn't going to eat he has to leave the table. If he still refuses to eat have him leave the table and sit somewhere else until lunchtime is over.

Answers From Previous Page

Choice A is the preferable solution. Boots are hard for toddlers. When she becomes frustrated it is time for the caregiver to give help. Reassure Louise so that another time she will be able to do it herself.

Choice B will solve nothing. It is obvious Louise can't put on her boots. Helping with one boot may or may not help her put on the other one by herself. Telling her to stop crying and try harder will just add to her frustration.

Choice C is not a good idea. Louise will become anxious and angry if you take away the boots. It's obvious she already has tried very hard. She is frustrated so she probably can't stop crying to try harder.

Holly is two-and-a-half and is in training pants. Her parents and you have been working with Holly to stay dry and she has been doing well. However, today she has been busy playing and you notice she has wet pants. When you go over to her she becomes quite upset. What do you say to Holly?

A. "Holly, I'm really disappointed in you. You have been doing so well using the toilet. Why did you wet your pants? Your mother is going to be very unhappy when I tell her you wet your pants."

B. "Holly, come to the bathroom with me and I'll change you. You know you are supposed to use the toilet. Why didn't you tell me you had to go to the bathroom? Remember next time to tell me when you have to go to the bathroom."

C. "Holly, I see you had an accident. It's all right this time. We will change your wet pants and tell your mother it was just an accident. Don't worry, I know you'll try to tell me when you have to go to the bathroom next time."

Answers From Previous Page

Choice A is, of course, incorrect. If Randy is not hungry, forcing him to eat will make him very unhappy and cause mealtime to be an unpleasant rather than pleasant time.

Choice B is the best choice. You are encouraging Randy to try a bite now and then but you are not forcing him to eat.

Choice C is not a good solution. You are punishing Randy for not eating. Using food in a punishing or rewarding way is not a good idea.

Answers From Previous Page

Choice A is not a good idea. You are making Holly feel guilty and frightened. This will not help her stay dry.

Choice B is a poor choice. Again you are scolding Holly rather than being understanding and encouraging her to tell you when she has to go to the bathroom.

Choice C is the best answer. You are being understanding about the accident. You also are expressing confidence in her ability to stay dry and tell you when she needs to go to the bathroom.

REMEMBER THAT EVERYTHING IS NEW

Be Prepared For Lots Of Exploration

Perhaps the most important thing for you to remember when working with the toddler is that to him the world is *BRAND NEW*. *ANYTHING* and *EVERYTHING* are of interest to him and challenge his mind. Ordinary routines like brushing your teeth or pouring a glass of milk are "old hat" to you. But to a toddler these are new tasks. He never has done them before. He has spent many months listening and watching and now it's his turn. So world step aside, here he comes.

Offer New Things But Never Force Them

In helping the two year old to understand herself and the world around her it is best to arouse or awaken her interest gradually. Never force her into something new. Let her decide when she is ready to pet the rabbit or use the toilet. If forced, the toddler may develop fears or resentments that could take months, even years, to overcome.

Realize They Don't Quite Know How Things Work

How a toddler sees his world and his general concept or idea of life still are based on very few experiences. To him anything that moves must be alive. A leaf blowing down the street is "alive" because it moved. He still will need to put many things in his mouth to find out how they taste. Games like hide-and-seek are interesting to him because he is just barely beginning to realize that something or someone still can be there even if his eyes cannot see it. "Sooner," "later" or "wait a minute" have some meaning to him. He knows these ideas may cause him to have to wait a short while. He is not yet able to separate today from yesterday or tomorrow from today. To wait until tomorrow for a ride on the merry-go-round is beyond his mental understanding and patience as well. He can understand simple cause and effect. He knows that if he flips a switch on the wall, the light will come on. He still believes one big cookie is more than two or three smaller ones. He is becoming more sensitive to and aware of change, such as substitute child caregiver or a rearrangement of the furniture in the child care center. Some of these things will frighten him, others will delight him. They always will be a source of curiosity and excitement as he learns about life around him.

Repeat Things And Expect Toddlers To Repeat Them

The two year old loves to repeat things over and over. She also likes you to repeat things time after time. It is her way of learning to perfect her abilities - "practice makes perfect" - and to reassure herself that some things never change. She will pull the same sock on and off time and again to get better and better. Or she will throw a ball up in the air over and over just to make sure it always comes down. She will ask constantly, "Wa dat, wa dat?" even after you have told her many times before. As she nears her third birthday you may have to read the same simple story day in and day out until she is satisfied that it is always the same. She may become upset if you change the story even a little bit.

Use Television Carefully

At about this age the child develops an interest in television. In the beginning it is the commercial rather than the actual program that catches his attention. Commercials are loud and full of fast music. They are spoken in simple words and are repeated. The child feels comfortable with them. As he develops his abilities to watch and to listen, he will be able to follow moving objects on the screen. Cartoons and simple programs especially designed for young children now are a part of his expanding world. However, television should be used only once in a while as a learning tool. The child still learns best by doing.

EXPECT THEM TO SEE USUAL THINGS IN UNUSUAL WAYS

Realize That Meanings Are Different

The toddler's ideas about right and wrong or good and bad are not like yours. Generally, anything that is interesting or that gives her pleasure has got to be right or good. Those things that are unpleasant are wrong or bad. As an adult you believe coloring on the wall with crayons is wrong. The toddler cannot understand why it is wrong because it is so much fun! Likewise, the two year old does not think it is good for her to stop playing in order to take a nap. Knowing how the toddler thinks about right or wrong and good or bad should help you help her to accept things as they are. You could offer a pleasant activity like reading her favorite story during nap time to make napping more enjoyable and therefore "good" in her mind.

Expect Active Imaginations

The toddler has a keen eye for details. In early toddlerhood a real phone is just an object that rings and talks. As the toddler nears three he does more pretending. In his pretend play he now is more likely to imitate adults when using a toy phone. First he will dial, then say hello and goodbye, and finally put the receiver on the hook. He has paid more attention to the finer details of using a telephone. Since his imagination usually is better than ours, he even may see things that we cannot. If a picture of a house looks like a clown to him, agree and encourage his imagination. The roof could indeed look like a clown's hat, the windows, his eyes and nose, and the door, his mouth. *You* are more aware of the house as a whole. *He* is more aware of the parts of the house like the doors and windows.

Help Them Put Things In Order

As the two year old matures, his awareness of details also includes an increased need to set things in order. He is aware of sequence of events, of lapse of time, and of the space around him. He has many opportunities to learn about space and order as he puts the toys away - the blocks on one shelf, the puzzles on another, and the cars and trucks on a third. When playing with a toy train he learns about sequence. The engine comes first, followed by all the other cars and the caboose last. He does not need to tell time or even know what time it is. However, he does need to know about *before*, *now*, and *after*. He discovers that there is a time for eating, a time for playing and a time for sleeping. You can help the child understand all of these important concepts. For example, organize his activities so that story time comes before lunch time and lunch time comes before nap time. The toddler is better able to get through each day with less upset when he knows he can rely upon a certain amount of order in his life.

TRY NOT TO MISREAD THEIR BEHAVIORS

Recognize That Curiosity Is Strong

The toddler learns to think before she acts. She now has a purpose in her mind before she proceeds. Earlier she climbed just to be climbing. Now she may climb to get to something like the cookie jar on top of the counter. She may go so far as to push a chair from one spot to another to help her get from here to there. A two year

old likes to experiment, invent and explore to see "what will happen if...." She does things not to misbehave or displease you but because she is naturally curious. This curiosity can cause her to be rough and destructive. She may pull the eyes off her new stuffed animal, give it a bath, or tear out its insides. She does this not because she doesn't like the toy. Instead she is curious about what it is, how it works or what it does. As she grows, so grows her ability to think things through before she acts. Sometimes she may ask you a question or ask you to do a task for her. Be careful not to discourage the toddler by answering her question with another question. For example, "Why do *you* think the tricycle won't move?" Do not insist she is big enough to solve the problem by herself. She probably already has thought the problem through and is coming to you for help. So work with her to find the solution. Next time her tricycle is stuck she might be able to settle the matter herself.

Keep Choices Simple And Decisions Fun

The toddler learns through trial and error. He tries many ways to fill a dump truck with blocks until he finds the way that suits him best. Making decisions is very difficult for a two year old. He may want to try all the choices before he can pick the best way or the one he likes most. When making a decision, especially when the choice is between opposites, he may say he wants both. He does not see why choosing a piece of chocolate cake for dessert should mean he cannot have the vanilla pudding, too. He is not trying to be difficult or stubborn. He just *needs* to try out both until he is sure in his mind which would be the best choice for him. Sometimes the choices can be confusing to the toddler, causing him to choose none of them. So keep the choices simple and the decisions fun.

Accept Extreme Behaviors As Normal

It is not uncommon for the two year old to go to extremes in her behavior. This is a part of her growth and development that also is normal for her age. A toddler does not have the same ability to control herself as does an adult. Her moods change faster than yours. Also, her attention span or ability to concentrate on one activity or thing often is very short. She may shout for lunch to be served only to quietly say she is not hungry when it is put in front of her. She may be eager to help you put away the toys but take half an hour to complete the

job. You can help her most by showing your support and understanding during these times.

Encourage Their Desires To Be Helpful

While you know his attempts to help wash the dishes will mean more mess for you to clean up, it is important that you encourage his desire to help. This is a special characteristic in a two year old that does not always occur as he grows older. Work along with the child, talking about what you both are doing. If he dawdles or takes more time that you would like, help him by suggesting what will happen next. "First we scrub the dishes with the cloth, then we rinse them." Or you can encourage him to finish faster by saying, "When we finish the dishes you can have a book to read." Simply forcing him to hurry without encouragement, or stepping in to do the job yourself, only teaches him to be impatient and makes him feel unworthy.

BUILDING SKILLS
IN SUPPORTING
TODDLERS' UNDERSTANDING
OF THE WORLD

. . . Some Often Asked Questions
And
Situations To Explore

HOW DO YOU SATISFY TODDLERS' INTEREST IN THEIR WORLD?

The toddler constantly is exploring her world. As she explores, she learns to identify colors, numbers and sounds. She learns about hot and cold, in and out, and big and small. Often this exploration leads to challenges for you as well as for her. The toddler may want to know what is on top of a shelf and climb up to see. She then may find she can't get down. You, the caregiver, must be alert to these kinds of situations. Otherwise the toddler could hurt herself. Since the world is a fascinating place for her, your job is to allow exploring and to encourage it. However, be aware of possible dangers. Move in to help the toddler explore safely.

WHAT WOULD YOU
DO IF . . .

Laura is playing with some felt circles that are red, blue, green and yellow. You would like Laura to recognize a few colors. How can you help her do this?

A. Take the felt circles from Laura. Name the colors one by one. Then ask her to name the colors for you. Be patient if she makes a mistake.

B. Name the color of each circle for Laura. Ask her to find something in the room that is the same color. Then ask her to tell you the color name. If she makes a mistake, correct her gently.

C. Show Laura the blue circle. Tell her it is blue just like her dress. Show her other blue objects in the room. Name the color of each blue object while holding the blue circle next to it.

Answers On Bottom
Of Next Page

Rhonda, who is two, is trying to put one box inside another. She is having trouble. She keeps trying to force the big box inside the smaller one. How can you best help Rhonda?

A. Do nothing. Allow Rhonda to discover for herself that the small box should go inside the big box.

B. Go over to Rhonda and suggest she try putting the small box inside the big one. Show her what you mean. Allow her to experiment with this if she wants.

C. Put the small box inside the big box for Rhonda a few times. Tell her when she is bigger she can do it just like you did.

Answers From Previous Page

Choice A is a poor choice. Naming colors and expecting Laura to remember them is too hard for a toddler. She probably will become frustrated.

Choice B will help Laura see things that are the same color but will not help her remember color names. You are expecting her to do two tasks at the same time. She will become confused.

Choice C is the best choice. You are working on one color at a time, using her dress color to help her remember blue. *You are using the circle and other blue objects in the room to help her learn the color name. She will remember it better this way.*

David, who is two-and-a-half, is playing with the blocks. He is setting them up in a row. There are some very large blocks and some that are much smaller. You would like to teach him *big* and *small* while he is setting them up. Say:

A. "David, this is a big block and this is a small block. I am going to put a big block first, then a small block. Can you help me do this?"

B. "David, I am going to put a big block down, then a small block, then a big block again. Can you make a block line like mine?"

C. "David, why don't you make your line of blocks in this order: First put down a big block, then a small block, then a big block?"

Answers From Previous Page

Choice A may not teach Rhonda anything. She may become frustrated and quit before she figures the problem out. Toddlers do not have the necessary skills to solve such problems.

Choice B is the best choice. It gives Rhonda an idea of how to solve her problem. It does not force her to do it your way.

Choice C is not a wise choice. You are solving the problem for Rhonda and not allowing her to do it herself. While the toddler needs help in solving such problems she should be allowed to have a part in the solution.

Answers From Previous Page

Choice A is the best answer. You are doing the activity with David. The toddler is not able to do this type of activity on his own. He loves to do it with you. He will learn about big and small as well as how to put things in a special order.

Choice B is rather hard. A toddler would have trouble matching your row of blocks. He probably would become discouraged. He would be happy to do it with you but could become bored and frustrated doing it by himself.

Choice C expects a toddler to know what big and small blocks look like. It would be difficult for a toddler to follow spoken directions such as these without seeing the blocks in the order you are talking about. Toddlers need to see as well as hear what you want them to do.

EXPECT SPEAKING TO BECOME MORE IMPORTANT

Be Prepared For Them To Name Things And Ask Questions

By the time a child reaches two years he will have some understanding of the majority of simple words and phrases spoken to him. The toddler will continue to use gestures, like pointing. He will rely on the art of listening as much as - if not more than - before. He likes to listen to stories, especially about himself and objects around him. However, language will now include the ability to speak basic words and three-word sentences. Between the ages of two and two-and-a-half years the toddler can usually name one color. He asks simple questions such as "Wa dat?" or "Go bye-bye?" The toddler enjoys looking at pictures in a book and naming things he recognizes. At 30 to 36 months of age he can identify actions in pictures and give his full name. As his language skills grow he will start to tell you about his experiences. Soon he will carry on entire conversations.

Remember Language Depends On Readiness

Language is an expression of the total child. It is impossible to separate language from the toddler's overall growth and development. The formation of certain sounds are not possible until she has achieved physical control of her tongue. "I sick" may come out as "I thick" until she has mastered the "s" sound. As the toddler becomes more interested in playing with others, the need to talk to others naturally will become stronger. The child will discover that it is easier and far more effective to *tell* you her ball has just been stolen than to howl at the top of her lungs. The two year old finds speech to be helpful in expressing her feelings. She learns that a hug from you is more meaningful when she returns your hug along with a quiet "Me like you." Speech is often a clue to her mental abilities as well. The toddler who says "Brown dog" is telling you more about the animal and her thoughts about that animal than if she had just pointed and said "Dog."

Be Sensitive To Children Who Speak Two Languages

Many children in a military child care center will be familiar with a language other than English. Some even may have had very little or no experience with English at all. You should respect and welcome those children who may be learning to speak more than one language. You should understand that the language setting of the child care center may be very frightening and strange to a two year old. If you have

experience in the child's language, help make the child feel more at home by talking to him in that language. You then can help him learn to speak English by first using a word in his language followed by the English word for the same thing.

Identify Things That They Like

Language is especially meaningful when directed toward the toddler himself or things which are of interest to him. A two year old's main interests seem to be his parents or main caregiver, exploring objects in his world, and practicing newly learned skills. Identifying what the child *really* is interested in at any given moment is basic to good language teaching. A toddler loves to practice simple conversation skills, particularly on objects. You no doubt can recall an eager two year old on the other end of the line who seemed more interested in talking to the phone than to you. When asked to fetch mommy, the receiver usually is left to dangle or better yet, put back on the hook so the phone can "call" - or ring - again!

Avoid Babytalk And Long Explanations

The toddler learns to speak more easily when she hears her words repeated by others. If she points and says, "Kee-e," enjoy the discovery with her. Add to her understanding of language and the world around her by saying things like, "Oh, Tammy, I see the kitty, too. That is a shiny, black kitty." Pause to allow the child to respond to you. Then continue. "The kitty is running very fast. I wonder where the kitty is going in such a hurry?" Once again give the child a chance to respond to this added information. Then, perhaps you could say, "Let's watch to see what the kitty is going to do now." In this way the toddler hears her own words, thoughts and ideas expressed by you. She learns many things about the kitten. The kitten is black and it runs fast. Together you will learn where the kitty is going and what it will do next. When repeating words back to the toddler, you must be careful to avoid "babytalk." Using "kee-e" instead of "kitty" would not be helpful. Talking down to a child not only confuses her but also sets a poor example for her to follow. Likewise, you should not talk above her level of understanding. Long lectures and big words only bore the young listener, making future conversations with you less appealing.

Give Toddlers The Names For Things

Concentrate on the toddler's new ability to notice small details. Point out similarities and differences. Remember to keep your explanations brief, unless, of course, the *child* wants to continue the discussion. Be aware of the two year old's talent at connecting one particular word to other objects, such as "bird" to an airplane. It is important to realize that speaking always comes after understanding. The toddler may very well understand that the airplane is not a bird. But his vocabulary falls short of having a correct name for it. What is important is that he has seen the plane's similarities to a bird. Here is your chance to give it a new name. Encourage the child's interest with a few short comments. The toddler remembers only what he *wants* to remember. In time he will know enough to call the plane a plane.

Be Patient With Stuttering

The toddler does have a lot to say but usually he doesn't know enough words to tell you what is on his mind. So, between the ages of two and three he may begin to stutter. You can help the child through this stage by being patient. Even if he must start or repeat himself several times, never correct his speech or try to say it for him. The toddler is quick to sense your moods and nervousness. So, a relaxed, unhurried setting is more helpful.

Encourage "Pretend" Play

Earlier in this module we said that to the toddler play is work. One kind of play she works at is *pretend* play. Pretend play is where the child imitates other things or people. She might pretend she is a dog or the daddy. Pretend play is good for speech development. The better the child speaks, the more she will pretend. At two the toddler will do very little, if any, pretending. When she turns two-and-a-half to three, pretending becomes more interesting to her. As she grows she will want to pretend with you. Soon she will pretend with other children in the center. As a caregiver you can encourage speech development through pretend play even in the young toddler. Ask a two year old to *talk* like a cow, "Moo-moo," or a kitty, "Meow-meow." The toddler loves animals. The sounds animals make are a good beginning. Later, after she has learned more words, have her tell you some of the things a cow or kitty can do. You will be helping the toddler to practice language skills and to learn more about the world around her.

Expect Great Differences Among Toddlers

Once the toddler learns to talk, words become phrases, phrases become sentences, and sentences, conversations. Two year olds show these stages of speech at different ages. Some toddlers can carry on mini-conversations with you at age two. Others appear to be taking their sweet time, having all but clammed up. You may wonder if the child even knows how to talk. Suddenly at two-and-a-half or three years all the thoughts and excitement he has been holding in for months burst upon the scene. While you are relieved he can indeed talk, there may be times when you will want to "turn him off." Instead, work *with* him rather than *against* him, for this is a time of great joy and celebration.

. . . Some Often Asked Questions
And
Situations To Explore

CAN YOU HELP TODDLERS TALK?

Language develops in toddlers in spurts. Each child's development is very different. Some toddlers by two-and-a-half are speaking quite clearly and can make their wants known easily. Others still are having trouble making themselves understood. As a caregiver your role is to be a good listener and observer. Do not try to force the toddler to say words correctly or put words together in sentences. Allow him to progress at his own rate. Help him learn new words by showing him pictures and telling him stories. Speak clearly to the toddler. Use short sentences when giving directions. By age three most toddlers are able to tell you how they feel and what they want most of the time.

WHAT WOULD YOU DO IF . . .

Jimmy is two-and-a-half. He is very curious about the names of things in the room. He is always asking "Wa dat?" Today he points to a valentine. "Wa dat?" As a caregiver, how do you respond to his question? Say:

A. "Jimmy, that is a valentine."

B. "Jimmy, try to say 'What is that?'"

C. "Jimmy, I will tell you when you say 'What is that' correctly."

Answers On Bottom
Of Next Page

You want to play a game with your toddler group to encourage language development. Which of the three choices would be the best one?

A. You play the telephone game where you whisper a word to one child. He whispers it to the next child and so on until the last child tells the word he heard.

B. Show the children pictures of animals. Ask them what sound each animal in the picture makes. Then ask them to name the picture.

C. Say a simple nursery rhyme to the children. Have them repeat the nursery rhyme back to you. Help them with the rhyme if they have problems.

Answers From Previous Page

Choice A is the best answer. Jimmy, at two-and-a-half, probably is unable to say the sounds "wh" and "th" correctly.

Choice B is not a good solution. Jimmy probably cannot say "What is that." He will become frustrated when you insist he says it.

Choice C is a poor choice. Jimmy probably cannot say that. He will be unhappy when you refuse to answer his question. You should encourage learning new words by answering toddlers' questions.

You are having painting time at the easels. Jenny, almost three, has never painted before. How will you help her learn to paint?

A. Tell Jenny to put the brush in the paint, scraping the excess paint off the brush. Then tell her to put the brush on the paper, moving the brush up and down.

B. Tell Jenny you will put the paint on her brush. Then she can move the brush all over the paper to make a picture.

C. Show Jenny how to put the brush in the paint and scrape the excess paint off. Then have her do it. Tell Jenny that now she can move her brush all over the paper. Show her how on your paper. Then let Jenny do her "own thing."

Answers From Previous Page

Choice A is not the best game. It is much too difficult for toddlers. They would not learn from it.

Choice B is the best choice. You identify familiar animals, putting the name of the animal and the sound together. In this way they develop an understanding of language.

Choice C is not the best game. Repeating a nursery rhyme back to you would be difficult for a toddler group. Even with help the nursery rhyme would have little meaning for them.

Answers From Previous Page

Choice A is not a good solution. The directions are much too long. This would be very confusing to a toddler.

Although Choice B is a shorter set of directions, it still is not the wisest choice. Jenny is not getting to practice all the skills in brush painting. She will want to put her own paint on the brush.

Choice C is the best solution. You are showing as well as telling Jenny what to do. You also are allowing her to practice all the steps in brush painting.

HOW CAN YOU PROTECT TODDLERS' HEALTH AND SAFETY?

PREVENT UNNECESSARY ACCIDENTS

Think How You Would Handle Emergencies

Since toddlers cannot talk well enough to tell you everything that is on their minds, emergencies can be frightening for you as a caregiver. Toddlers are very capable of getting into things that you thought were out of reach or places you had labeled DANGER or KEEP OUT. Your reaction in emergency situations can be critical. Consider some of the following emergencies that can occur when caring for toddlers:

- The child has swallowed something at the lunch table and is choking. What would you do first?
- A toddler has jammed a tiny pebble deep into his ear. Do you try to remove the object yourself or seek help?
- Without any warning, a two year old throws up in the middle of a dancing activity. Is it more important that you clean up the floor or tend to the child?
- You have found severe teeth marks on a child. What do you do now?
- A toddler suddenly bursts out crying in loud screams. You have not seen what has caused the reaction. How do you respond?
- A young two year old seems to cry or whine whenever she moves her right arm. You can see no visible marks, redness or swelling. Is she faking or is it real?
- The child has developed diarrhea. Who should be notified?

Learn To Recognize Common Hazards

Two year olds have capabilities that they never had before for getting themselves into serious situations. They are curious about fire. They move about constantly and try doing things alone. They fun faster than you realize and are impatient with anything that holds them back. They want to know how things work, what they taste like or what things are made of. For these reasons, toddlers should not be given small objects such as marbles to play with or toothpicks for use in craft projects. Such things are dangerous if swallowed or stuffed in an ear.

Keep The Center Hazard-Free

Floors should be kept clean and free of drafts since toddlers spend a lot of time playing on them. Their curious little fingers can pick up just about anything that might be found there. Wastebaskets and similar objects should be kept out of reach. Toddlers are likely to fish left-over bits of food or other objects out of them. They should wash their hands before meals and snacks because the hands usually find a way into their food. Large, strong toys without sharp edges or parts that move are safest. Keep matches, lighters, medicine and cleaning supplies in a safe place - out of reach. Be alert to two year olds who poke things into electric outlets. Plastic covers are a good device to use for safety here. Whenever water is used with toddlers very close supervision of their play is most important. Toy chests with lift-type lids are hard on toddlers' heads should they fall. Rough edges and bolts that stick out on outdoor play equipment can cause serious accidents. Toddlers usually don't know how to tell you they are too hot or too cold. Therefore, it is important to keep the room comfortable at all times.

Understand The Center's Emergency Policies

There are many things that when left undone could lead to serious accidents or health hazards. When emergencies do occur, some will require the help of other adults. Others you may be able to handle alone. But if ever in doubt and when time permits, get help at once. Two or more heads are better than one. Be sure you understand your center's policies regarding the handling of emergencies. Each child care center will have a set standard or procedure for dealing with emergency situations. Wise caregivers make sure they know it well.

BE ALERT TO POSSIBLE HEALTH PROBLEMS

Recognize Toddlers Who Need Special Help

As a caregiver you will be faced with many opportunities that will require you to make a decision about the health and safety of children. It is important that you recognize signs in children that may indicate problem areas. Now that you have worked through this module on *Caring For Toddlers*, consider all the things you have learned.

SHOULD YOU BE ALARMED IF . . .

- a toddler near three plays alone, never with or near other children?

- a two-and-a-half year old cries every time his mother comes to take him home?

- a toddler makes social contact with others only by hitting or kicking?

- a toddler never wants to be hugged, kissed or touched in any way?

- an older toddler never is able to solve simple tasks like pulling on his socks?

- a two-and-a-half to three year old never talks?

- a toddler is upset easily when the slightest thing goes wrong?

- a two year old never can settle down for a nap even when she should be tired?

- a toddler, almost three, is not able to keep his pants dry during the day?

- a child is very small or underweight for her age?

Two year olds develop at different rates and in different ways. So no one or two of the above behaviors in a toddler should be cause for alarm. However, from time to time you may notice a child for whom many of the above or similar statements fit. In this case it would be wise for you to bring that child to the director's attention. The director then will decide what steps, if any, should be taken. You will have performed a very necessary step. You will have helped the child care center get aid for a child in need of special help. You are the one in the center who sees the child most frequently. You are in a very good position to notice things in the child's behavior that others may not. So take yourself and your abilities seriously for you are an important part of the child's life.

. . . Some Often Asked Questions
And
Situations To Explore

HOW DO YOU HANDLE EMERGENCIES AND RECOGNIZE HEALTH PROBLEMS?

The toddler wants to know about his world. Because he can walk and run now, the two year old is able to move about and explore quickly and easily. Parents and caregivers alike are heard to say "I can't take my eyes off him. He's into everything." This means the toddler, who is unaware of the dangers around him, must be watched carefully. His environment must be made safe for him. The two year old still puts most things in his mouth. For this reason, cleaning substances and medicines must be in locked cupboards up high. The floor should be watched for pins, small beads, dropped food, etc. Toys and furniture in the room should be chosen with safety in mind. One of the most important jobs a caregiver of toddlers has is to keep the environment around them healthy and safe.

WHAT WOULD YOU
DO IF . . .

It is lunchtime and Dinah is eating a carrot stick. Suddenly you see she is coughing and choking. What do you do?

A. Hurry over to Dinah. Bend her head forward. Strike her firmly between the shoulders while placing your other arm under her chest.

B. Hurry over to Dinah. Give her a drink of milk or water to wash down the piece of carrot.

C. Hurry over to Dinah. Have her open her mouth so you can see the piece of carrot. Try to either push the carrot piece down or remove it with your finger.

Answers On Bottom
Of Next Page

George has not felt well all morning. At lunchtime you take his temperature and it is 103.8°F. You call his parents and sit with him until the parents can get to the center. Suddenly George's body stiffens and you realize he is having a convulsion. What do you do?

A. Put a pen in his mouth so he doesn't swallow his tongue. Lay him on the floor, staying with him until the convulsion is over.

B. Lay him on the floor and go tell the director to call an ambulance.

C. Lay George on the floor and stay with him. When the convulsion stops rub him with cool water. Have someone notify the director.

Answers From Previous Page

Choice A is the best choice. You are helping Dinah force up the piece of carrot.

Choice B is not a good answer because it could cause Dinah to choke even more. Never give liquids to someone who is choking.

Choice C could be quite dangerous. You could force the piece of carrot down her windpipe. Also, her throat could be scratched quite badly.

Carlos, who is almost three, is not talking at all. He only makes sounds and does not follow directions well. You notice he can follow directions when he is looking at you as you talk. How can you help Carlos?

A. Talk to Carlos' parents about what you've noticed. Tell them they should take Carlos to the doctor.

B. Talk to the director about what you've noticed. Ask the director to observe Carlos.

C. Speak louder to Carlos. Make sure you face him when you ask him to do something.

Answers From Previous Page

Choice A is a poor choice. George could bite the pen in half and choke on it. It is best not to force anything into a person's mouth when they are having a convulsion.

Choice B is not the wisest choice. You should not leave a child who is having a convulsion. Stay with him to be sure he does not hurt himself while he is thrashing around.

Choice C is the best answer. It is important to stay with a child who is having a convulsion. Rubbing them with cool, not cold, water will help lower the temperature temporarily. The director should always be notified in cases like this.

Kim is two years old and is at the table coloring a picture. She puts a small piece of crayon up her nose. You look inside her nose but can see nothing. What do you do now?

A. Tell Kim to blow her nose so the piece of crayon can come out.

B. Shine a flashlight up Kim's nose. If you can see the piece of crayon take a pair of tweezers and carefully remove it.

C. Tell the director what Kim has done. Ask the director to call Kim's parents.

Answers From Previous Page

Choice A is not the best alternative. You should have the director observe Carlos. Let the director make the decision to talk with Carlos' parents.

Choice B is a better answer. You are letting the director make the final decision on what to say to Carlos' parents.

Choice C will solve nothing. If you don't discuss Carlos' problem with the director, he may not receive help with a possible hearing loss.

Answers From Previous Page

Choice A is not the best answer. Most two year olds cannot blow their nose. Kim might inhale rather than blow out and this could cause the piece of crayon to go further up her nose.

Choice B is not a good idea. You should never try to remove any object from a child's nose or ear. You could do more harm than good.

Choice C is more acceptable. Kim's parents need to be informed of what has happened. They may want to take Kim to the doctor.

Here are some new situations with possible ways of handling them. Circle the answer you think is correct now that you have worked through this module. You can find out how much you have learned about your role as a caregiver in a child care center by comparing your answers with our answers (see page 156).

AS AN INFORMED CAREGIVER, WHAT WOULD YOU DO IF . . .

1. Lars is just two years old. He has been coming to the child care center for about two months. His parents are very concerned because Lars does not play with the other children in the toddler room. How can you help?

   A. Tell Lars' parents that their boy is doing very well at the center. Also, let them know you will encourage Lars to play with the other children in the room.

   B. Tell Lars' parents that their boy is behaving like a normal two year old. Explain to them that at 24 months, children usually play by themselves.

   C. Tell Lars' parents that you are not worried about him. Let them know that Lars seems to be getting along just fine at the center.

2. Michael is not quite three. He already has learned to use the toilet at home. However, at the child care center he often wets his pants. What should you do?

   A. Suggest Michael be put back into diapers. That way when he does forget to use the toilet he will not become upset because he is wet.

   B. Tell Michael that he has only one or two changes of clothes. Explain to him that you can allow up to two accidents for the day.

   C. Praise Michael whenever he does use the toilet at the center. When he wets his pants, let him know that you know accidents do happen.

3. Christina is two-and-a-half. When she talks it is sometimes difficult to understand what she means. "I sinking bairwee howd." What should you say to Christina?

   A. "Christina, I can see you are 'sinking bairwee howd.'"

   B. "Christina, you mean to say you are *thinking very hard*."

   C. "Christina, I can see that you are thinking very hard."

4. You have taken your group of toddlers outside to play. They are running, jumping, climbing and swinging. Everyone is having a good time. Antonio, who has been running at top speed, suddenly bumps into Theodore. They both fall down and Theodore begins to cry. What should you do now?

   A. Ignore the situation. It is best to let the two boys work this matter out on their own.

   B. Check the two boys to be sure they are all right. Then ask Antonio to slow down when he runs.

   C. Say, "Theodore, it was an accident. Antonio is sorry. He didn't mean to hurt you."

5. Franz, almost three, never has been to a child care center before. He talks very well for a child his age, but at the end of the first week he shows signs of stuttering. What should you do?

   A. You can help Franz most by being patient whenever he stutters. Let him start, stop or repeat himself whenever he feels he needs to.

   B. Suggest to Franz's parents that they remove him from the child care center. It seems to be upsetting him too much.

   C. Every time Franz starts to stutter, stop him. Ask him to take his time. Correct him every time he makes a mistake.

6. You have three tables set up, each with a different activity. What would be the best way to get the toddlers involved at the tables?

   A. Divide your group of toddlers into three groups. Send the first group to the finger painting table, the second group to the puzzle table and the third group to the play dough table.

   B. Say, "You can go to the first table in that corner, the second one here, or the third one over there. Now, make your choice and have a good time."

   C. Say, "At the first table in that corner is finger painting. Here, at this table, are puzzles. And over there, at the last table, is play dough. Go to the one you like best."

7. Winona has been playing in the block corner. After a long while she asks you to find a particular block she has lost. How can you help Winona most? Say:

   A. "Winona, where do you think the block has gone? Go look a little harder."

   B. "Winona, you have been looking for such a long time. Let's go find it together."

   C. "Winona, I know you can find it by yourself. Go look harder."

8. Susie is a little over two. She has been coming to the child care center for just a few weeks. In that time you have noticed she does not eat much food at mealtimes. She always refuses to eat the snack foods served - but will sometimes have something to drink. How can you help Susie most?

   A. At mealtime make Susie take one extra bite of each thing on her plate before she leaves the table. See to it that she drinks something each time snack is served.

   B. Serve small helpings of food on her plate. Then make sure she eats everything on her plate before she leaves the table. Also, have her try one bite of the snack food being served.

   C. Do not make a big thing about Susie not eating much at meal or snack time. Check to see if the meals and snacks include some bite-sized pieces and finger foods.

9. You have had a special project all week with the older toddlers. They have been taking turns each day pretending with hand puppets. Leiloni, almost three, wants another turn. What do you say?

   A. "Leiloni, you had a turn yesterday."

   B. "Leiloni, you can have a turn soon."

   C. "Leiloni, you can play again next week."

10. When would be the best time to have a flannel board story with toddlers?

   A. Immediately after nap time.

   B. An hour or so before lunch.

   C. First thing in the morning.

11. T. J., a most active, strong-willed toddler, will try anything by himself. At clean-up time he tries to carry an armful of blocks over to the toy shelf. The blocks tumble out of his arms all over the floor. You say:

    A. "T. J., listen to what I say, then mistakes won't happen."

    B. "T. J., learn to be more careful from now on."

    C. "T. J., I know you like to help. Try two blocks next time."

12. Rosa, two-and-a-half, is able to go to the bathroom by herself. However, she will not flush the toilet or turn on the water faucets to wash her hands. She seems frightened by them for some reason. The best way to help Rosa with her fear of toilets and faucets is to:

    A. Keep Rosa in the toileting area so she can see and hear the other children flushing the toilets and using the faucets.

    B. Tell Rosa it is important to flush toilets and wash hands after every visit to the bathroom.

    C. Talk to Rosa about toilets and faucets. Tell her you know that they sometimes make funny sounds.

13. Inga, 30 months old, is at the "I help" stage. She sees you getting cots ready for nap time. She begs to help. Since you are in a hurry and she is so eager, you tell her she may help spread some of the blankets. Several minutes have passed and you know the other toddlers soon will be ready to nap. Inga has just about finished with the first blanket. You say:

    A. "Inga, it looks like you need some help. Since it is almost time to nap, you go lay down on that cot there."

    B. "Inga, you did a good job on that cot! Come help me finish this cot. Then it will be time for everyone to nap."

    C. "Inga, everyone is ready to lay down now. I will finish up here. You can go pick out a cot to sleep on."

14. Betty Jo is new to the child care center. This is only her second day in the toddler room. She has been drawing quietly at a table with a couple other two year olds. She looks up from her work and, before you know it, taps Mary with her foot. Mary kicks back and smiles at Betty Jo. What should you do next?

    A. Say, "Betty Jo and Mary, keep your feet to yourselves. It is not nice for young ladies to kick."

    B. Separate Betty Jo and Mary. Move them to different chairs so they cannot touch each other.

    C. Since the girls seem happy, let them continue to sit side by side at the table.

15. Bobby is a little over two years of age. He constantly pulls off his shoes and socks. However, he does not put them back on. Lately it seems you have been spending a lot of time putting his shoes and socks back on his feet. You can help Bobby most by:

    A. Putting his shoes and socks on and asking him to keep them there.

    B. Taking away his shoes since he doesn't want them anymore.

    C. Forcing Bobby to put his shoes and socks on by himself.

16. Bridgette is new to the center. She will not talk to you or any of the other caregivers. Often she just will point when she wants something. What should you do?

    A. When Bridgette points to things, pretend you do not understand. She will learn to tell you through speech what is on her mind.

    B. When Bridgette points, name the object she wants. Then encourage her to say it, too.

    C. When Bridgette points, give her what she wants. She will speak to you if you just leave her alone.

17. J. R. is almost three. He is playing at the water table with a couple of other two year olds. He begins to throw water on the floor. What do you do?

    A. Say, "J. R., keep the water in the table."

    B. Say, "J. R., don't throw water on the floor."

    C. Let J. R. do his "own thing."

18. Anne, almost three, loves storytime. She enjoys one story in particular. She has asked you to read it each day now for about three weeks. You are getting bored with the same story and would like to try another. What would be the best way to handle this situation?

    A. Be sure a good selection of books for two year olds is available. Then read the story that Anne chooses.

    B. Read the same story to Anne, but make some changes in it to keep her interested.

    C. Tell Anne you don't want to read the same story. Tell her you will read a story only if she chooses another.

19. Albert is only two years old. He is a very independent little boy. When asked any question or told to do something he usually says "No!" - even when he may mean "Yes." Today you ask him if he is ready to eat lunch. He says "No!" How should you handle Albert?

    A. Make Albert say "Yes" to the question.

    B. Tell him you know he means "Yes."

    C. Let him be. If he means "Yes" he will eat anyway.

20. Two older toddlers, Bonita and Carrie, are playing with a toy farm set. Bonita decides she wants all the animals. Carrie then takes the barn and fence away from Bonita. The two girls just look at each other. What should you do?

    A. See if they can work things out on their own.

    B. Say, "Bonita and Carrie, you should share the farm set."

    C. Pick up the farm set and put it away.

OUR ANSWERS

Situation 1 B
Situation 2 C
Situation 3 C
Situation 4 B
Situation 5 A
Situation 6 A
Situation 7 B
Situation 8 C
Situation 9 B
Situation 10 B
Situation 11 C
Situation 12 C
Situation 13 B
Situation 14 C
Situation 15 A
Situation 16 B
Situation 17 A
Situation 18 A
Situation 19 C
Situation 20 A

* U.S. GOVERNMENT PRINTING OFFICE : 1982 O - 371-121